Amplify Core Knowledge Language Arts®

Center for Early Reading

Unit 8

Digital Components | Grade 4

Treasure Island

Grade 4 | Unit 8

Treasure Island

Digital Components

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Treasure Island

Digital Components

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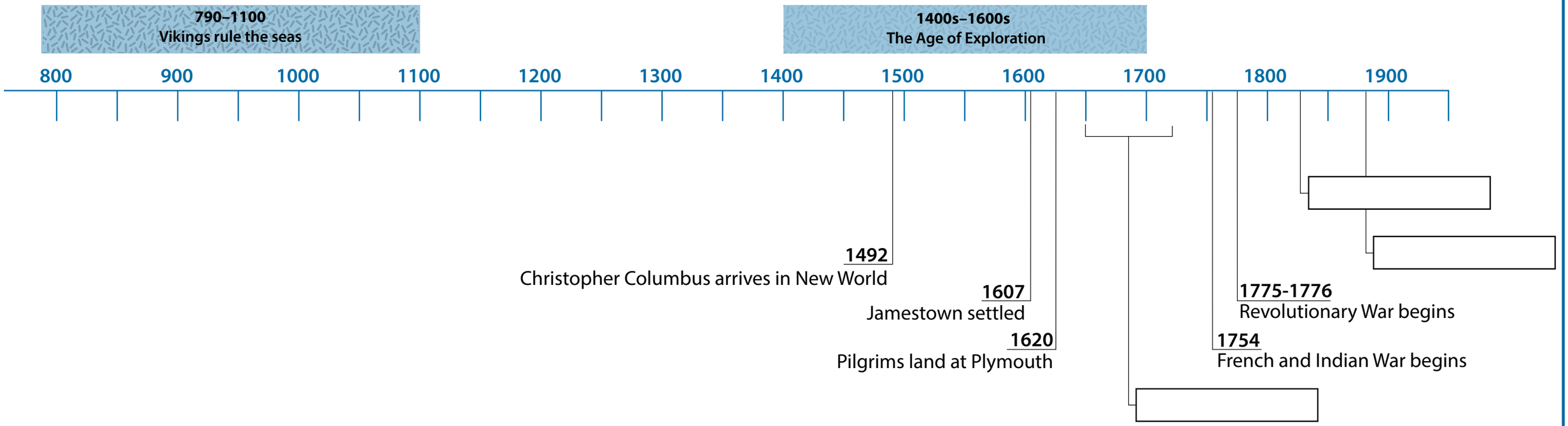
PARTIAL WORLD MAP

CORE CONNECTIONS TIMELINE



CORE CONNECTIONS SCHOONER DIAGRAM

PURPOSE FOR READING

Read to learn how this adventure story begins and to gather information about the narrator, setting, and characters.

CHARACTER CHART

Chapter(s)	Character	Key Details
	Billy Bones (Captain)	
	Black Dog	
	Jim Hawkins	
	Dr. Livesey	
	Pew	
	Squire Trelawney	
	Long John Silver (Barbecue)	
	Captain Smollett	
	Ben Gunn	
	George Merry	

PURPOSE FOR READING

Read to understand what happens when the pirates search the inn and how Jim joins forces with the doctor and the squire to plan a treasure-hunting voyage.

SUBJECT-*TO BE* VERB AGREEMENT POSTER

	Subject-*to be* Verb Agreement		
	To be verbs are linking verbs that link, or connect, the subject to the predicate without showing action.		
	Subject	***Agreement in the Present Tense***	***Example***
Singular	I	am	I ***am*** hungry.
	you	are	You ***are*** excited.
	he, she, it, Jim Hawkins, the girl, treasure	is	She ***is*** tired. It ***is*** cute. The treasure ***is*** hidden.
Plural	we	are	We ***are*** helpful.
	you	are	You ***are*** noisy.
	they, coins, magistrates	are	The coins ***are*** gold.

Modal Auxiliary Verbs

A modal auxiliary verb:

- is a helping verb and cannot stand alone
- never changes form—you do not need to add –*s* for the third-person singular subject
- is followed by a verb, which also does not change in form

  She ***can speak*** French.

  It ***will rain*** tomorrow.

Modal Auxiliary Verbs Used to Express Ability

Present		*Past*	
can	I ***can*** read long chapter books.	could	I ***could*** read three years ago.
cannot/can't	I ***can't*** speak German.	could not/couldn't	Last summer, I ***couldn't*** swim.

Modal Auxiliary Verbs Used to Express Possibility

High Possibility ↕ *Impossibility*	will	It ***will*** rain tomorrow.
	may	It ***may*** rain tomorrow.
	might	It ***might*** rain tomorrow.
	will not/won't	It ***won't*** rain tomorrow.

Features of an Adventure Story

Character(s)	a memorable hero
Setting(s)	faraway, often imagined place
Plot	fast-paced action dangerous elements mystery or quest
Theme	relates to characteristics demonstrated by characters in the story, such as bravery, trustworthiness, loyalty, etc. common in many adventure stories

WRITING PROMPT

Imagine a character gets lost in a remote, isolated area like the jungle, desert, mountains, forest, tundra, or on an island. You may also choose a specific place for the setting of your story. Write a one- to two-page story in which you show how the character survives.

Use the following questions to guide your thinking and writing:

- What is the setting like?
- What challenges must the character overcome? What kinds of problems must the character solve?
- What traits and values, or characteristics, does the character display? What thoughts and feelings does the character have?
- What elements of danger are present?
- What people or animals does the character meet?
- Does the character return home?
- How does the story end?

PURPOSE FOR READING

Read carefully to explain how the use of figurative language helps tell the story.

CHARACTER SKETCH POSTER

Quotations from Text	Inferences
“the old seaman with the sabre cut on his cheek” (2)	Billy is easily recognizable and has lived a dangerous life.
“I remember the old seaman plodding to the inn door, dragging an enormous sea chest behind him.” (2)	Billy is a mysterious old sailor.
“tall, nut-brown man with gnarled hands and black, broken nails” (2)	Billy seems frightening and rough.
“‘Tell me when I’ve worked through that,’ he said, looking fierce.” (3)	Billy frightens and intimidates Jim and his father.
“He took me aside one day and promised me a penny on the first of every month if I would keep my eyes peeled for a seafaring man with one leg.” (3)	This suggests Billy is in danger and is hiding out.
“The old seaman’s stories about blood-thirsty pirates, ferocious storms at sea, and wild deeds on the Spanish Main terrified our guests.” (3)	Billy’s stories scare his listeners and suggest he has led a dangerous, mysterious life.

PURPOSE FOR READING

Read to learn more about the upcoming voyage and Long John Silver's character.

Relative Pronouns

A **relative pronoun** refers to or replaces a noun or a pronoun and joins sections of a sentence together.

People	Things/Ideas
who	that
whom	which
whose	whose

PURPOSE FOR READING

Read closely to understand how the use of figurative and descriptive language helps create a memorable plot and interesting characters.

PURPOSE FOR READING

Read to find out what Jim overhears while hiding in the apple barrel on the ship.

PURPOSE FOR READING

Read closely to examine the use of language and literary devices to understand how the events in this chapter impact the plot of the story.

SHAPE OF A STORY CHART

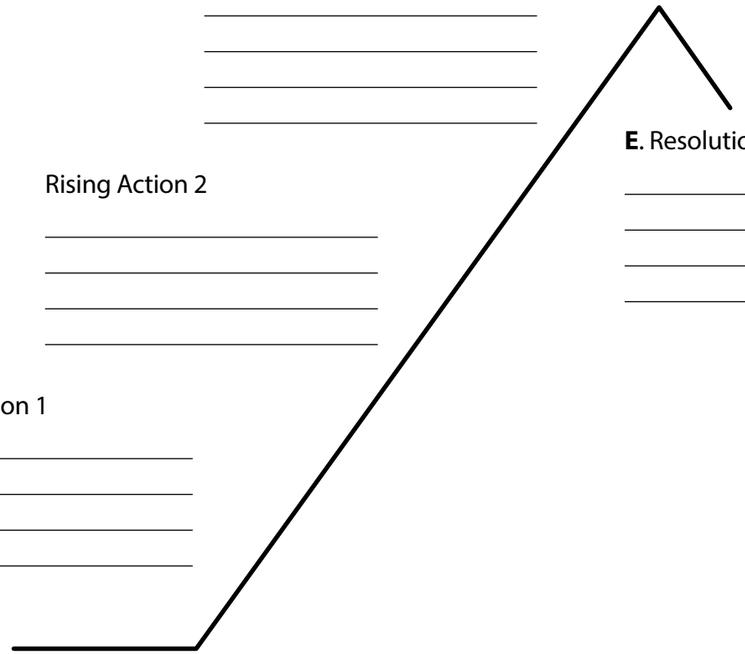
D. Climax/Turning Point

Rising Action 3

E. Resolution

Rising Action 2

C. Rising Action 1



A. Introduction

B. Problem/Conflict

PURPOSE FOR READING

Read to learn what happens once Jim Hawkins arrives on Treasure Island.

Squire Trelawney, Dr. Livesey, and the other gentlemen have asked me to record the story of Treasure Island, keeping nothing back but the bearings because there is still treasure there. Therefore, I take up my pen and go back to the time when my family ran the Admiral Benbow Inn, and the old seaman with the sabre cut on his cheek came to stay with us.

ADVENTURE STORY RUBRIC

	Exemplary	Strong	Developing	Beginning
Introduction	The main characters are memorable and clearly described.	The main characters are described but may need more detail.	The main characters are described but details are unclear.	The main characters are not described.
	The setting is creative and clearly described.	The setting is described but may need more detail.	The setting is described but details are unclear.	The setting is not described.
	The hook grabs the reader's attention effectively.	The hook grabs the reader's attention somewhat effectively.	The hook does not grab the reader's attention.	A hook is not included.
Body	The story has a clear, interesting problem or conflict.	The story has a clear problem or conflict.	The story has a problem or conflict, but it is unclear.	The story does not have a problem or conflict.
	The story includes at least three effective Rising Action events.	The story includes three Rising Action events that are somewhat effective.	The story includes fewer than three Rising Action events that are either effective or somewhat effective.	The story does not include Rising Action events.
	The story proceeds in a suspenseful, logical sequence.	The story proceeds in a logical sequence.	The story proceeds in a somewhat logical sequence.	The story does not proceed in a logical sequence.
	The story has a clear, interesting climax or turning point.	The story has a clear climax or turning point.	The story has a climax or turning point, but it is unclear.	The story does not have a climax or turning point.
Conclusion	The conflict is resolved clearly and creatively.	The conflict is clearly resolved.	The conflict is not clearly resolved.	The conflict is not resolved.
Language	The story uses figurative language effectively.	The story uses figurative language somewhat effectively.	The story uses figurative language but not effectively.	The story does not use figurative language.
	The story incorporates several instances of dialogue that sound natural and further the plot line.	The story includes some dialogue, but it does not contribute to the plot development.	The story only includes dialogue once.	The story does not include any dialogue.
	The author shows rather than tells effectively.	The author shows rather than tells somewhat effectively.	The author shows rather than tells but not effectively.	The author does not show rather than tell.
	The story develops the characters creatively and effectively.	The story develops the characters effectively.	The story develops characters somewhat effectively.	The story does not develop the characters.

You may correct capitalization, punctuation, and grammar errors while you are revising. However, if you create a final copy of your writing to publish, you will use an editing checklist to address those types of mistakes after you revise.

PURPOSE FOR READING

Read to learn what happens next as tension grows between Captain Smollett's men and John Silver's pirates.

PURPOSE FOR READING

Read to understand how Jim thwarts the pirates' plan to sail away on the *Hispaniola* and what happens when Jim discovers Long John Silver and his gang have taken over the stockade.

PURPOSE FOR READING

Read to find out what Silver does to keep himself in control and out of harm's way.

Coordinating Conjunctions

A **coordinating conjunction** is a word that joins together words, phrases, or clauses of equal importance.

and	so
but	yet

PURPOSE FOR READING

Read carefully to explain how the use of figurative language and literary devices helps tell what happens next in the story.

PURPOSE FOR READING

Read to discover if the treasure is found and how the story ends.

PURPOSE FOR READING

Read to closely examine the use of language and literary devices to understand how the story reaches its climax and resolution.

ADVENTURE STORY EDITING CHECKLIST

Editing Checklist	After checking for each type of edit, place a check here.
Meaning (It sounds right when I read it aloud.)	
• All my sentences have a subject and predicate.	
• I included all the words I wanted to write.	
• I removed repeated words or information.	
• I have checked the lengths of my sentences and have split run-on sentences into two.	
• I have used strong verbs and figurative language where possible.	
Format	
• All my paragraphs are indented.	
• I have a title on the front.	
Capitals	
• I began each sentence with a capital letter.	
• I used capital letters for all proper nouns.	
Spelling	
• I have checked the spelling for any words I was unsure of or my teacher marked.	
Punctuation	
• I read my writing aloud to check for commas at pauses and to check for periods, question marks, and exclamation points at the end of my sentences.	
• I used commas and quotation marks in places where they belong.	

Recommended Resources for *Treasure Island*

For Students

Adventure Stories

Fish Finelli: Seagulls Don't Eat Pickles, by E.S. Farber (Chronicle Books, 2014) ISBN: 978-1452128535

Kidnapped, by Robert Louis Stevenson (Waldman, 2008) ISBN: 978-1603400398

Lilly and the Pirates, by Phyllis Root (Boyds Mills Press, 2010) ISBN: 978-1590785836

Pirates Past Noon, by Mary Pope Osborne (Random House Books for Young Readers, 1994) ISBN: 978-0679824251

Robinson Crusoe (*Core Classics Series*), by Daniel Defoe (Core Knowledge Foundation, 2001) ISBN: 978-1890517021

Swiss Family Robinson, by Johann David Wyss (Waldman, 2008) ISBN: 978-1603400305

The Ship of Lost Souls, by Rachelle Delaney (Grosset and Dunlap, 2012) ISBN: 978-0448457772

Treasure Island (*Core Classics Series*), by Robert Louis Stevenson (Core Knowledge Foundation, 1997) ISBN: 978-1890517045

Pirates

Hook (1991). Steven Spielberg. Rated PG.

Lives of the Pirates: Swashbucklers, Scoundrels (*Neighbors Beware!*), by Kathleen Krull (HMH Books, 2013) ISBN: 978-0544104952

Peter Pan (1953). Disney. Rated G.

Pirate, by Richard Platt (DK Eyewitness Books, 2007) ISBN: 978-0756630058

Pirate 101 Online Game
https://www.pirate101.com/

Pirateology, by Captain William Lubber (Candlewick, 2006) ISBN: 978-0763631437

Pirates, by Peter Chrisp (Kingfisher, 2014) ISBN: 978-0753471319

Pirates: Magic Tree House Research Guide, by Mary Pope Osborne (Random House Books for Young Readers, 2001) ISBN: 978-0375802997

St. Augustine Pirate and Treasure Museum: Glossary of Pirate Terms and Phrases
http://www.thepiratemuseum.com/images/stories/pdf/glossary22112.pdf

The Princess Bride (1987). MGM/Fox. Rob Reiner, dir. Rated PG.

Treasure Island (1950). Disney. Byron Haskin, dir. Rated PG.

What if You Met a Pirate?, by Jan Adkins (Roaring Brook Press, 2006) ISBN: 978-1596431829

Ships and Nautical Terms

Boat Safe Kids
http://www.boatsafe.com/kids/index.htm

Mystic Seaport: The Museum of America and the Sea
http://www.mysticseaport.org/

Nautical Terms and Phrases: Their Meanings and Origins
http://www.history.navy.mil/trivia/trivia03.htm

The Mariner's Museum
http://www.marinersmuseum.org/

For Teachers

Adventure Stories

Kidnapped, by Robert Louis Stevenson (Bantam, 1982) ISBN: 978-0553212600

Robinson Crusoe, by Daniel Defoe (W.W. Norton & Company, 1993) ISBN: 978-0393964523

Treasure Island, by Robert Louis Stevenson (Sterling, 2004) ISBN: 978-1402714573

Pirates

"Blackbeard and the Mutineers" scene from *Pirates of the Caribbean: On Stranger Tides* (2011). Disney. Gore Verbinski, dir. Rated PG-13
http://video.disney.com/watch/blackbeard-and-the-mutineers-4be3870d84403a0e1266b068

Blackbeard's Queen Anne's Revenge, 1718
http://www.qaronline.org/History.aspx

Captain Phillips movie trailer (2013). Sony Pictures. Paul Greengrass, dir. Rated PG-13.
http://oscar.go.com/nominees/best-picture/captain-phillips

Historic Bath: Blackbeard the Pirate
http://www.nchistoricsites.org/bath/blackbeard.htm

History of Somali Pirates
http://us.piratestorm.com/somalia-pirates

Live Piracy Map
http://www.icc-ccs.org/piracy-reporting-centre/live-piracy-map

"Somali Pirates Continue High-Seas Attacks" NBC. (April 18, 2009)
http://www.nbcnews.com/video/nightly-news/30281749#30281749

St. Augustine Pirate and Treasure Museum: Pirates! A Curriculum-Based Educational Adventure in Pirate and Florida History
http://www.thepiratemuseum.com/images/stories/pdf/curriculum.pdf

Under the Black Flag: The Romance and the Reality of Life Among the Pirates, by David Cordingly (Random House Trade Paperbacks, 2006) ISBN: 978-0812977226

Treasure Island

Robert Louis Stevenson
http://www.robert-louis-stevenson.org/novels/7-treasure-island

"Stevenson's Inspiration? Blackbeard the Pirate and Treasure Island" by Sarah Degnan Moje (June 17, 2013)
http://www.brighthubeducation.com/middle-school-english-lessons/127970-blackbeard-the-pirate-and-treasure-island/?cid=parsely_rec

"Stevenson's 'Treasure Island': Still A Vast Delight", by Jonathan Yardley (*The Washington Post*; April 17, 2006)
http://www.washingtonpost.com/wp-dyn/content/article/2006/04/16/AR2006041601023.html

Teacher's Guide to The Core Classics Edition of Robert Louis Stevenson's Treasure Island
http://www.coreknowledge.org/mimik/mimik_uploads/documents/65/CCTI.pdfThe Project Gutenberg EBook of Treasure Island, by Robert Louis Stevenson

http://www.gutenberg.org/ebooks/120

Treasure Island with Charlton Heston. (1990, DVD 2011). Not Rated.

University Libraries Rare Books and Special Collections: Robert Louis Stevenson, 1850-1894
http://library.sc.edu/spcoll/britlit/rls/rls.html

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